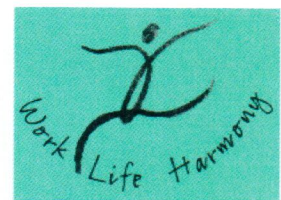
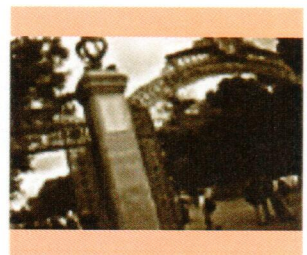
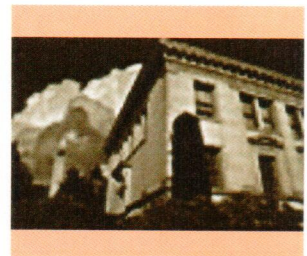
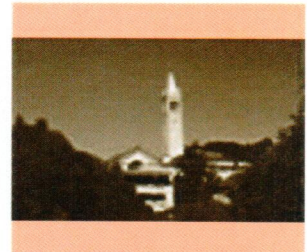


The Status of Work-Life Issues

Recommendations for Enhancing the Work/Life Program
at the University of California, Berkeley
November 2007



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Report submitted by Barbara Miller
Artemis Management Consultants
November 20, 2007

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Executive Summary

The University of California, Berkeley (UCB), is viewed by many of those interviewed at peer institutions as a leader in the development of work/life programs and policies.

In addition, University of California President Robert C. Dynes issued the following statement in support of systemwide efforts to address the challenges faced by faculty and staff balancing work and personal pressures:

The University of California is committed to the ongoing development of principles, institutional resources, and a workplace culture supportive of personal and family responsibilities. In aspiring to achieve such a workplace culture, the University will foster work-life integration and support work-life strategies that promote civility, citizenship, and community. The University, having accomplished this, will maximize the productivity and successes of its diverse faculty and staff and enhance the quality of life for all.

(See Appendix A for full text.)

As part of strategic planning for the work/life program on the Berkeley campus, Steve Lustig, Associate Vice Chancellor—Health and Human Services, contracted with Artemis Management Consultants to advise him on:

1. Current national trends in the work/life field, including best practices
2. Priority areas for the campus work/life programs to address
3. Key areas for the Chancellor's Advisory Committee on Dependent Care (CACDC) to address in the coming years, and
4. How to most effectively organize work/life efforts given the above issues.

Strong leadership for work/life initiatives exists in the academic arena under the Vice Provost—Academic Affairs and Faculty Welfare. In addition, with the appointment of a new Vice Chancellor—Equity and Inclusion, addressing the intersection of work/life issues with diversity will be a key to equity and inclusion for faculty, non-senate academics (e.g. lecturers and many researchers), staff, and students. Collaboration between the Associate Vice Chancellor, the Vice Provost and the new Vice Chancellor will strengthen and integrate a campuswide approach to work/life challenges and help UCB recruit and retain the highest quality staff and faculty. This will also help UCB continue to be perceived by peer institutions as a leader in this field, collaborating across campus constituencies to address critical work/life issues.

Many in the UCB academic arena have worked extensively to conduct research and develop policies and programs to support faculty. The UC Faculty Family Friendly Edge (<http://ucfamilyedge.berkeley.edu>) articulates a roadmap for campus programs and policies for both faculty and staff. *Work and Family: A Guide for Balancing Work and Family: Information for UC Berkeley Faculty and Staff* (<http://workandfamily.chance.berkeley.edu>) communicates



current programs and policies for the campus and is updated annually.

Over the past decade, the Work/Life Program at University Health Services has worked with staff, non-Senate academics, and faculty to address issues and develop programs and policies. In the coming years, several specific areas of focus emerged from the interviews that will require continued collaboration to enhance the effectiveness of initiatives. Among these are:

1. Childcare
2. Eldercare
3. Education about work/life policies and programs and how to use them; e.g. flexible and part-time work schedules, and job shares
4. On-going communication through various venues about related policies and programs, and
5. Closing the gap between policy and program development and implementation.

Specifically:

1. A survey should be conducted to identify priority work/life needs for staff so that appropriate solutions can be developed. These results can be assessed with those gleaned from faculty surveys. The survey analysis should include demographics in order to provide the University with the opportunity to determine if there are different needs for staff in different job classifications and/or from different backgrounds or generations.
2. There is more to be done with respect to data collection, identification of current priorities, and most importantly, implementation of related policies and programs. This

is especially true with respect to communication and training. The campus needs to communicate more frequently and in various modalities about existing work/life policies and services.

3. Managers need training and mentoring as to how to manage the demands of their areas while using work/life policies, such as flexible work schedules and telecommuting options. Success stories should be broadly disseminated to help managers see various strategies that have worked.

4. There are not enough affordable childcare slots to meet the growing need for care. The hours of operation of the centers do not always coincide with work schedules. Many families cannot afford on-campus childcare. A survey would help determine what type of childcare arrangements different constituencies desire. Specific recommendations for both staff and faculty (and students) begin on page 9.

5. Currently, eldercare is a significant challenge for many staff and faculty. Do they need more counseling, resource and referral assistance? Flexible schedules to care for their elders? More flexible leaves of absence for eldercare? Survey data will help determine the kind of support that will be most useful.

The following report was compiled from interviews with faculty and staff and professionals in the field, and from a review of relevant research and internal documents. Report recommendations represent a place to anchor future development of work/life efforts on the Berkeley campus, and show where additional data collection is needed.

The Status of Work-Life Issues: Recommendations for Evolving the Work-Life Program at University of California, Berkeley

Introduction

As part of strategic planning for the work/life program on the Berkeley campus, Steve Lustig, Associate Vice Chancellor—Health and Human Services, contracted with Artemis Management Consultants to advise him on:

1. Current national trends in the work/life field, including best practices
2. Priority areas for the campus work/life program to address
3. Key areas for the Chancellor's Advisory Committee on Dependent Care (CACDC) to address in the coming years, and
4. How to most effectively organize University of California, Berkeley's (UCB) work/life efforts, given the above issues.

To gather information, the consultant conducted interviews during April-July 2007 to assess the work/life needs at UCB and the trends in the work/life field at peer institutions (see Appendix B, p. 22, for a list of individuals and universities). Faculty and staff who have work/life responsibilities at peer institutions also were interviewed, and a review of current literature in the field was conducted.

In October 2007, University of California President Robert C. Dynes issued a letter to the University community stating that *the University is committed to promoting a family-friendly work environment by providing programs and services to help its employees achieve success at work and in their personal lives.* (See Appendix A, p. 20, for the full text.)

Nationally, work/life programs take many forms, and there is no consistent pattern for organizational structure. The information in this report reflects what has helped make programs successful both with respect to policy and program development and for implementation. The following recommendations are offered to help UCB coordinate and further develop its work/life efforts to recruit and retain the most talented faculty and staff possible.

UCB needs to continue to evolve its work/life policies and programs to remain competitive in the talent hunt.

A. Current State of Work/Life Programs and Policies on Campus

In discussions with faculty and staff at peer institutions, many of those interviewed stated that UC Berkeley is perceived by peer institutions as a leader in developing work/life policies and programs for both faculty and staff. However, peer institutions are constantly developing new policies and programs that challenge UCB, such as the recent funding for graduate students' dependent care support at Princeton¹ (See Appendix C, p. 23, for a list of peer institution programs and policies compiled by Marilyn Kraut, University of Pennsylvania). With pending retirements and changing demographics, UCB needs to continue to evolve its work/life policies and programs to remain competitive in the talent hunt.



Many in the academic arena of the campus have worked extensively to conduct research and develop policies and programs to support faculty. The UC Faculty Family Friendly Edge (<http://ucfamilyedge.berkeley.edu>) articulates a roadmap for programs and policies for the campus. *A Guide—Balancing Work and Family: Information for UC Berkeley Faculty and Staff* communicates available programs and policies and is updated annually (<http://workandfamily.chance.berkeley.edu/>). The new *Chairs and Deans Toolkit* provides specific guidance to deans and department chairs on the implementation of policies and programs (<http://ucfamilyedge.berkeley.edu/toolkit.html>). The Work/Life Program at University Health Services has worked over the past decade with both the staff and academic arenas to address these issues and develop programs and policies.

While information such as the web site above indicate that UCB has cutting edge work/life programs and policies, many of those interviewed indicated that, for various reasons, the policies and programs are not utilized to the degree needed. For example, many managers appear reluc-

tant to support flexible work arrangements. This could be due to several factors, from honest concerns of workload and meeting timelines to lack of awareness of available policies and how to use them. With respect to communication and implementation, some managers were not aware of the institutional and programmatic support available to them for addressing work/life issues.²

Data and research to support policies exist for faculty at UCB. For staff and non-senate academics (such as lecturers and many researchers), however, the campus is lagging with respect to data collection, identification of current and future priorities, continuing policy and program development, and education. There is a significant gap between the development and the implementation of existing programs and policies across all constituencies.

B. Future State - Overview

UCB is expected to lose 30-40 percent of its current faculty and staff the next 5-10 years (based on an analysis of those in their 50s with five or more years of service). It will be an enormous challenge to recruit and retain sufficient talent to accomplish the work of the University.³ By understanding the values and needs of the younger, more diverse generation and by addressing work/life issues, UCB may be able to compete as the employer of choice.

Addressing work-life issues in an academic setting is imperative for the future.

Costikyan, 2006⁴

The needs of both faculty and staff have changed over time. Currently and moving into the future, the following are the key trends that emerged in talking with both internal and external resources and reviewing the work/life literature:

- There are more dual career families. This presents a challenge for both childcare and eldercare.
- Men today generally want time to be more involved with their families than their fathers were able to be.

- Spousal/partner hiring is a challenge for dual career families for both faculty and for administrative executives and managers.

- Because of the housing market, many staff and faculty live away from the inner Bay Area and have longer commutes to work.

- The younger generation (22-30) expects more flexibility.

- The younger generation is more technologically savvy and expects to be able to work anywhere, anytime.

- There is an increasing eldercare challenge.

- The baby boomers will be retiring in the next decade and UCB will need to recruit large numbers of staff and faculty.

- UCB is moving staff and some faculty departments away from central campus. Thus, remote work will become necessary in order to increase efficiency. Walking to meetings or taking a shuttle bus will no longer be realistic and efficient. Managers will be required to learn how to manage remote workers.

It will be important for UCB to move aggressively into the next phase of work/life programming, which includes improved communication and training and may include challenges such as work restructuring.

In 1995, research sponsored by the Ford Foundation at Tandem Computers, Xerox and Corning found that there are at least three phases in the evolution of the way organizations address work/life challenges:

- **Phase One:** Program and Policy Development

- **Phase Two:** The elimination of barriers that prevent the implementation of the creative policies and programs. These barriers are generally the norms or traditional assumptions that individuals, managers and organizations hold that become obstacles to the implementation of new programs and policies. This is often referred to as organizational climate.

- **Phase Three:** Changes in work structures or work processes—alignment of the way work is accomplished with the needs of the business, the needs of the employee and the needs of the customer.⁵

¹Jean Grigors, Professor and Special Assistant to the Dean of Faculty, Princeton University. Interview, 5/1/07

²Interviews with UCB managers and staff: Chancellor's Staff Advisory Committee, Health and Human Services Program Managers, Coalition of Ethnic Staff Organizations, Ombuds Office.

³Steve Lustig, Associate Vice Chancellor - Health and Human Services, June, 2007.

⁴Christoferson, Jean, Universities Begin the Next Chapter in Work-Life Benefits, *WorldatWork*, 2006, p. 18.

⁵Rapaport, Rhona, Bailyn, Lorrie, *Relinking Life and Work: Toward a Better Future*, 1996, The Ford Foundation.

Recommendations

The UC Faculty Family Friendly Edge (<http://ucfamilyedge.berkeley.edu>) has begun to address work/life issues in campus departments and colleges with the development of the *Chairs and Deans Toolkit* by Karie Frasch, Mary Ann Mason, Angy Stacy, Marc Goulden and Carol Hoffman. Several of their recommendations can be adapted to address issues faced by staff supervisors and managers, including creating a family friendly department, implications of work/life issues for recruitment and hiring, legal dos and don'ts, and available resources.

The following recommendations are offered to address concerns expressed in the interviews. These recommendations also will help UC Berkeley continue to evolve its work/life program and close the gap between work/life policy and program development and the actual implementation of the policies and programs. The recommendations identify if they are intended for staff and faculty or for staff only. This report did not directly address the needs of students or specific needs of non-senate academics (such as part-time lecturers and some researchers). However, work/life challenges also impact these groups, especially graduate students and their choice of institution. More focused attention on the needs of these groups will be an important next step for the University to consider.

Turnover is costly.

The Society for Human Resource Management estimates that it costs 1-1.5 times salary to replace a staff person. Replacement of managerial and executive positions is estimated to cost between 1.5-2.5 times salary.

1. Campus-Wide Survey for Staff:

Conduct a survey of all staff on a rotating basis.

While there currently are regular surveys of faculty work/life needs, there are no campus-wide surveys for staff. A campus-wide survey would help leaders understand the specific needs of staff so program and policy priorities can be targeted. Staff surveys also are under discussion with respect to equity and inclusion and other campus efforts; these institutional needs should be combined. Survey results can be used to design services and targeted educational modules for academic and staff managers and supervisors. In addition to aiding understanding of existing contracts, policies, and programs, survey results can help managers see the issues more clearly and develop alternative options to meet the needs of their colleges and departments.

A survey also will communicate administration's interest in and support of addressing these work/life challenges, although care needs to be taken in constructing the survey to ensure that there can be follow through on survey results given constraints of labor contracts and budgets. Such surveys increase staff expectations that the organization can respond to the data. Thus, the survey process itself can benefit the university, but needs to be managed and communicated carefully.

Faculty currently are surveyed on a rotating basis. Interviewees suggested that campus staff also be surveyed on a rotating basis—a percentage of staff each year. This method would ensure that data is current and that a broad array of staff is involved, but that not all staff are burdened annually.

2. Recruitment and Retention of Staff:

Ensure the implementation of telecommuting and flexible work schedules as part of the package to recruit new staff and retain current staff.

Recruitment and retention of skilled staff are critical to the campus mission. There is enormous competition for talented staff in the Bay Area. Many Bay Area employers have well-structured work/life policies and programs and provide support for telecommuting, flexible schedules and part-time employment. A sample of prominent Bay Area



organizations from a wide variety of industries and with strong programs include Hewlett-Packard, Cisco Systems, Oracle, Bank of America, Gap, Wells Fargo, IBM, State Farm, Pacific Gas & Electric, Safeway, McKesson, Genentech, Clorox, American Express, and Accenture.⁶

Turnover is costly. The Society for Human Resource Management estimates that it costs 1-1.5 times salary to replace a staff person. Replacement of managerial and executive positions is estimated to cost between 1.5-2.5 times salary depending on the level and the required skills. Given that trends indicate increasing turnover, minimizing turnover would decrease costs and could free up financial resources for other staff development priorities, such as professional development, leadership training and recognition activities.

In the next five to ten years, the baby boomer staff will be retiring (30-40% of UC Berkeley faculty and staff—including 80% of the leadership—are retirement eligible⁷). UCB will need to compete for reduced numbers in the labor market. The younger generation chooses employers based, in part, on their willingness to support flexibility and telecommuting.⁸

★ *UCB needs to restructure work and develop a climate where the younger generation wants to work.* UCB Administrator

UCB managers can use existing programs to help recruit, retain and to manage their staff. To support recruitment and retention of both faculty and staff, those interviewed indicated that the following programs need to be assessed and/or expanded.

3. Program and Policy Development:

a. Childcare:

UCB needs to determine whether more affordable and flexible childcare is necessary, and, if so, how to access it.

Target population: Faculty, staff (and students)

From the interview responses, childcare appears to be a pressing issue for faculty, staff, and students. Availability of affordable childcare with flexible hours is critical as younger staff and faculty move into positions vacated by

retirees. Additional spaces on or off campus, quality, and cost are continuing issues for both faculty and staff parents.

Another important issue is extended care. If faculty and staff are working flexible schedules, childcare needs to be available to support

their required work hours. UCB needs to continue to explore ways for the campus to address these challenges.

UCB also needs to think broadly about child care access, e.g. public/private partnerships to provide care in the community. The University of Michigan, for example, has an extensive program that trains community based childcare providers. These home-based facilities offer important advantages to staff and faculty, as they are often more convenient, less expensive, and more flexible than on-campus facilities.⁹

Many UCB staff and faculty interviewed expressed the opinion that childcare issues are particularly difficult for low wage earning staff. The University needs to explore options for providing additional support for this group, and support childcare access as a benefit in collective bargaining agreements.

Most of the peer institutions surveyed in March 2006 by the work/life director at the University of Pennsylvania provide childcare subsidies.¹⁰ Director Laura Keeley-Saldana of the UCB Early Childhood Education Program reports that the UCB program currently has about \$700,000 in state subsidy dollars for low income students and can use this money for low-income staff who qualify. There is additional money to support low-income families coming from foundation grants. UCB should continue to explore opportunities for grants and state and federal

⁶Working Mother's 100 Best Companies, 2006, <http://www.workingmother.com/web/service-tpage/77/Pacesetter-Awards/Professional-Business-Women-of-California,2007>. <http://www.pbwc.org/archives/2007-pbwc-san-francisco-conference/pacesetter-award-winners>.

⁷Steve Lustig, Associate Vice Chancellor - Health and Human Services, June, 2007.

⁸Pauline Gerkeviich, Ph.D., Sloan Work and Family Research Network, Boston College, V.4, 7 (2), February, 2005, http://wifework.bostoncollege.edu/The_Network_News/08/The_Network_NewsInterview08.pdf

⁹Valerie Palazzo, University of Michigan, Interview 7/19/07

¹⁰Marilyn Krant, University of Pennsylvania, Interview 4/27/07

funding for additional childcare subsidies and work with foundations to increase support for low income families. Peer institutions, such as the University of Wisconsin, have grants for this purpose.¹¹

Another suggestion from interviewees was to explore a parent cooperative approach in current childcare spaces for those who need care outside of normal working hours.¹²

Back-up or sick childcare is an on-going challenge to universities that is being addressed nationwide. Princeton University has contracted with a vendor to provide their back-up care; peer institutions that have a back-up care program are listed in Appendix C, p.23.

Childcare support for graduate students and postdoctoral appointees is critical. The Chancellor's Advisory Committee on Dependent Care (CACDC) recently added the dependent care needs of graduate students and postdocs to their discussions. UCB already is implementing important family friendly policies for graduate doctoral students, such as academic milestone time extensions for doctoral students who give birth or are caring for a seriously ill child. Research doctoral students who are women anticipating childbirth and are supported by fellowships or graduate student instructor (GSI) and/or research (GSR) appointments will be excused from regular duties for a period of six weeks without loss of financial support. Students also have access to a need-based Graduate Student Parent Grant award.

Princeton University has released new initiatives supporting graduate students' work/life challenges. Three sections of Princeton's policy that UCB does not have are access to emergency back-up childcare, a budget for dependent care to allow students to travel to academic conferences, and reduced rate mortgages (<http://gradschool.princeton.edu/about/announcements/>).

★ *Childcare continues to be a major issue for this population.*
Joan Girgus, Princeton Professor

One UCB faculty member suggested that every time a new building is constructed, childcare provisions need to be included, just as parking issues need to be addressed. A UCB staff member suggested that access to referral

resources needs to be improved by providing more detailed information about off-campus facilities.

The Berkeley Parents' Network (<http://parents.berkeley.edu/>) is a well-developed resource that could be expanded with University support. Perhaps this Network, now with over 20,000 subscribers, could be the foundation for expanding referral information, especially for faculty and staff who are moving into the area and are not familiar with the geography and the resources.

An updated survey will help UC Berkeley learn more about the preferences of staff and faculty regarding childcare. Do they want more availability on campus or off campus? Do they need subsidies? What hours do they want care available? There also should be a cost-benefit analysis conducted to determine the potential advantage to the institution of providing childcare support.

b. Eldercare:

Expand the Eldercare counseling program in CARE Services; provide flexible work schedules and extended leaves for staff in order for them to support their need to care for elders.

Target population: faculty and staff

Eldercare challenges will continue to grow as the baby boomer generation enters 'old age' and their children are challenged with work, raising families and caring for their aging parents. Princeton University tracked the calls to their back-up care vendor and found that 23% of the calls were related to eldercare needs. The high use of back-up care for elders was a surprise to Princeton, since they had implemented the program for sick childcare.

Updated leave policies, flexibility, and responsiveness on the part of managers will be essential, as staff are challenged with growing eldercare needs. For a number of years, the sandwich generation will be challenged simultaneously with both eldercare and childcare responsi-

One UCB faculty member suggested that every time a new building is constructed, childcare provisions need to be included just as parking issues are addressed.



bilities. Fifty-eight percent of UCB staff are women, and women generally have the primary responsibility for the care of both children and elders. According to the National Academy on Aging (1999), 72.5 percent of all informal caregivers are women. In the years to come, it can be expected that UCB staff and faculty will be greatly challenged by eldercare needs, as will the institution in realizing its goal of equity in promotions and hiring of managers.

c. Diversity:

Foster collaboration on work/life issues between the new Vice Chancellor-Equity and Inclusion and the Associate Vice Chancellor-Health and Human Services around issues of diversity and employment.

Target population: faculty, staff, students and non-senate academics

From outreach and recruitment, to staff development and advancement, equity and work/life issues are inextricably linked. People require different work/life solutions based on their individual pressures, families, communities, and other variables.

Several Berkeley faculty members noted that this campus has fewer women administrators than many peer institutions. One Berkeley faculty member said, "If there were more women in these positions, there would be more support for work/life challenges. There is a focus on student diversity, but the students have few faculty role models that are diverse. Perhaps linking work/life and diversity issues on campus would provide more leadership and more visibility..."

By collecting data from the recommended staff survey and other sources, and looking at the intersection of survey responses with demographics, the Vice Chancellor-Equity and Inclusion and the Associate Vice Chancellor-Health and Human Services can better assess how diversity and work/life issues impact women, people of color, people with disabilities, the LGBT community, and other marginalized groups within UCB. Lotte Bailyn, a Professor at MIT Sloan School of Management, has done a great deal of research in this area and her work may be of value to the current efforts on the Berkeley campus.

An additional focus for collaboration on diversity is the

need for the campus to provide hiring managers with training and resources for addressing work/life issues in the process of recruitment, hiring and promotion.

Many of those interviewed indicated that some marginalized groups on campus, including non-English speaking staff and low-income staff, may have specific work/life needs. A survey of staff will help to identify the specific needs of those in different income, ethnic, gender and educational achievement groups. The Vice Chancellor-Equity and Inclusion and the Associate Vice Chancellor-Health and Human Services should collaborate on the design and analysis of the survey, prioritization of campus needs, and planning for addressing specific needs of marginalized groups.

A new program of Equity Advisors has been launched in the academic departments. This may offer an additional opportunity for collaboration around implementation of work/life policies and programs, and an opportunity to include staff in this model and extend the model to administrative departments.

Many of the staff interviewed commented on their perception that they see faculty receiving specific work/life support, e.g., access to campus childcare programs. Low staff enrollment in childcare programs also may be due to cost. Those interviewed commented that staff morale may be poor partially because many staff do not feel the University cares about their needs. Many of those interviewed see the perceived divide between the faculty and the staff as an ongoing equity issue.

Many staff interviewed also believe that both faculty and non-faculty managers can be barriers to using work/life options. It is probable that many managers are pressured to meet work demands and are not aware of how to meet those demands and support flexible schedules or telecommuting options. Managers need to be made aware of options that are working successfully both on campus and at peer institutions. This information can be provided on the UCB work/life websites and in communication and training programs that are discussed later in this report.

Addressing these perceptions and morale issues offer other opportunities for collaboration between the new Vice Chancellor-Equity and Inclusion, the Vice Provost -Academic Affairs and Faculty Welfare and the Associate Vice Chancellor-Health and Human Services.

¹Lynn Edellson, University of Wisconsin, 7/2/07

²Laura Keeley-Saldana, UCB Director, Early Childhood Education Program, Interview 7/6/07

d. Relocation Assistance:

Create an Office of Relocation Assistance.

Target population: faculty and staff

Offices of "relocation assistance" for faculty hires are being created on many campuses and include a focus on such issues as partner employment, housing, childcare, etc. (see Appendix C, page 23). Although these offices have surfaced primarily in the academic arena, similar relocation pressures impact staff, especially with the recruitment of managers and senior administrators.

Further exploration should be undertaken to create a relocation office on the Berkeley campus. This may be another area where the academic and staff arenas can collaborate because information on housing, childcare, schools and employment may be similar for both faculty and staff.

There currently are no cross-campus programs in place at UCB for hiring partners of faculty or administrative staff. UCB should explore implementing programs such as the Partner Opportunities Programs at UC Davis and UC San Diego. These programs can include partnerships with surrounding colleges (e.g., UC Davis, UC Santa Cruz, SF State, etc.), FTE banks and incentive programs. Contacts also can be made with local private, non-profit and other institutions to explore providing employment referrals for UCB partners/spouses. UCB, through Human Resources, is a member of a northern California consortium that focuses on spousal employment; Human Resources can be a more visible link when partner employment is an issue.

e. Employment Life Cycle Planning:

Explore the expansion of the policy supporting part-time and/or job share options for those with eldercare and childcare responsibilities and for those who want to phase into retirement.

Target population: staff

Currently, Deloitte and Touche LLP is piloting a program to support staff through different phases of their careers. The new program allows individuals to adjust the pace of their work and travel schedules during different phases of their life cycle. Deloitte has been a pioneer with respect to

work/life issues in the private sector. This is a program that deserves close review to determine if it can be adapted into academia. While it may have budget implications, it has the potential to become a key staff recruitment and retention strategy.

An element of life cycle planning is understanding the different needs of parents as their children grow older. The focus of most work/life programs is on childcare. Often, however, there are as compelling needs related to older children. Few initiatives, with the exception of the campus's annual advertising of summer camp programs, address the needs of school-age children at the K-12 level. UCB should continue to ensure that the campus media outlets publicize available summer options for children. Through a campus-wide survey, UCB could identify the needs of parents with school age children (K-12) and develop strategies to support those needs.

An additional consideration of life cycle career planning relates to the need for flexibility for caregivers of their elders. Doty, Jackson & Crown (1998) found that on average, employed women caregivers provided approximately 18 hours a week of informal care to elders. Anywhere from 12 to 28 percent of daughters providing elder care quit their jobs in order to do so (Boyd & Treas 1996). Even daughters who remain employed typically decrease their number of hours at work (Kolodinsky & Shirey, 2000). Palvako and Artis (1997) found that employed women caregivers reduced their hours and were unable to recover the lost hours even after care giving stopped, a situation that can only be damaging to the caregivers' own financial status upon retirement. Employed caregivers can also be disadvantaged if there is a lack of flexibility around working time, a phenomenon that can eliminate caregivers from promotions and other career opportunities (Abel 1991).

Merril (1997) found that 50 percent of middle-class employed caregivers made significant changes in their employment when faced with eldercare responsibilities. A



study that represented caregivers nationwide found that 10 percent of caregivers had left their job, 11 percent took a leave of absence, and 7 percent reduced their hours at work (NAC/AARP, 1997). Eldercare responsibilities typically last an average of 5.5 to 6.5 years (Wagner & Neal 1994).

It would be important to watch Deloitte and Touche's pilot and determine how life cycle employment planning can be adapted in academia for staff and, potentially, faculty. Adapting this program for academia may help UCB retain its leadership position on work/life issues and thus be in an improved position to recruit and retain people.

f. Tuition Assistance:

Consider options for providing tuition assistance for college education and for childcare subsidies.

Target population: faculty and staff

Most of the peer institutions surveyed in March, 2006 by the work/life director at the University of Pennsylvania provide some kind of tuition waivers or assistance for faculty, employees and/or family members.¹⁴ (Please see Appendix C, p.23.)

During interviews, UCB faculty were quite vocal about their desire for tuition assistance for both childcare and college.

Elder Care

...50 percent of middle-class employed caregivers made significant changes in their employment when faced with elder care responsibilities...10 percent of caregivers had left their job, 11 percent took a leave of absence, and 7 percent reduced their hours at work.

g. Family Friendly Climate:

Include families in department events when possible. Schedule meetings during mid-day work hours when possible in order not to interfere with family responsibilities. Childcare centers should have extended hours for staff and faculty who work non-traditional hours.

Target population: faculty and staff

When department events include families, it demonstrates support for the personal lives of staff and faculty. It is also difficult for many staff and faculty with families to attend department meetings at the end of the day. Department meetings could be scheduled with family obligations in mind.

h. Phased Retirement Planning:

As the baby boomers near retirement age, the university, faculty and staff have a shared interest in how to manage the institution while individuals move into retirement. A phased retirement program would be advantageous for both individuals and the University.

Target population: faculty and staff

Many peer institutions indicated that retirement planning is a key issue. Berkeley offers excellent pre-retirement programs for both faculty and staff. One option not currently highlighted, however, is phased retirement. Allowing baby boomers to phase into retirement by working part-time or flexible schedules will allow them to transfer their institutional knowledge to those who are younger. It also will allow them to continue to be productive contributors and perhaps stay healthier, potentially reducing the cost of health care benefits.

¹⁴Marilyn Kraut, University of Pennsylvania, Interview 4/27/07

4. Implementing Work/Life Programs and Policies: Closing the Gap

a. Leadership needs to consistently communicate their support of a family friendly climate on campus.

Consistent and frequent messages from the Chancellor and other key leaders help to keep the campus informed about how work/life challenges can be addressed by managers, supervisors, deans and department chairs. Several faculty and staff members stated their desire for campus leadership to more consistently and visibly communicate their support of a family friendly campus.

b. Leadership Competency:

Leadership and accountability are key to the success of work/life initiatives, and should be part of managers' performance assessments of supervisors.

Leadership is a competency reflected in both the performance management work of UCB's Career Compass initiative and through the new Center for Workforce Development. An element of this leadership is a supervisor's ability to juggle the demands of their arenas with the needs of staff and faculty in their department or college.

Opportunities should be created to recognize and reward individuals for their support of work/life issues. The recognition should also be public so others are encouraged to respond to these issues in similar ways.

Including case studies and testimonials on the work/life website and in brochures is a way of recognizing successes and providing ideas to others as to how to structure work/life support in their department. Articles in university publications also demonstrate institutional support and recognition of work/life challenges and programs.

Coaching support should be made available to managers where indicated to increase their effectiveness and support of work/life issues.

c. Leadership Development:

The Agenda for Excellence report written by the American Council on Education and funded by the Sloan Foundation suggests that academic institutions encourage leadership and professional development renewal opportunities.

A campus Leadership Strategy Work Group is looking at leadership in academia, and a recent report from the campus Leadership Development Program identifies several ways to approach the development of our current and future academic leaders. Efforts should be made to ensure that development approaches include work/life challenges, and that issues related to generational differences are integrated into the design of any leadership development program.

d. Communications/Marketing:

Develop a cohesive multi-pronged communication strategy.

The current perception from those interviewed is that work/life policies and approaches are scattered and not very visible. Both managers and staff expressed a lack of awareness of existing programs, policies, and of the University's commitment to this area. A comprehensive communication plan is needed to ensure that the campus is aware of the programs and policies that currently exist. Since most of us are bombarded by a variety of communication, we generally do not pay attention unless we have an immediate need to read or listen to or internalize messages. Thus, the campus needs to frequently publicize its work/life policies and programs through various mediums so that, as needs arise, individuals will be aware of the programs, services and policies that are available.

The current website should be reviewed to ensure that it is clearly communicating the information and the commitment that is intended. Many organizations have included testimonials and case studies from managers and staff on their web sites. These testimonials can help others see that these programs can work effectively and can also encourage creative thinking.

A communication strategy should include a clear and concise articulation of the business case for supporting work/life programs and policies.

e. Flexibility:

An ability to implement flexible work options is essential for recruiting and retaining staff.

The University of Wisconsin recently completed a staff survey that indicated the desire for flexibility was the number one priority of staff.¹⁴ Many organizations, across all sectors, have found flexibility to be a consistent priority for employees. While UCB has policies that support flexibility, there often is a gap with its implementation. This appears to be due in part to challenges supervisors face in meeting work demands while being able to respond to staff who need to use work/life policies. During campus interviews, both faculty and staff identified flexibility as a key need but also stated that there is often reluctance and resistance on the part of administrators, managers and supervisors to provide flexibility.

Communication of institutional policies and successful case studies, support for flexibility, management training, and mentoring are all important strategies for advancing implementation of work/life policies and programs. Depending on which of the issues below have supporting data, a communication strategy could include such issues as:

- **Recruitment**—Many employee surveys in the private sector have found that support for such work/life issues as flexible hours and telecommuting are significant criteria by which employees select employers. In addition, an ability to telecommute may help UCB's ability to hire differently-abled staff.

- **Retention** is another business lever. National data shows that turnover is costly to organizations. While current staff retention rates are good at UCB, trends indicate that this is an area to watch. Retention challenges are costly with respect to faculty, and attending to work/life issues may have an immediate impact in that area.



- **Productivity**—Many companies report productivity increases as a result of implementation of policies related to work/life challenges. Trends indicate, for example, that flexibility will be an increasing demand with new workers, and this may be an area for further review at UCB.

- **Employee Benefit Costs**—Some studies indicate such policies result in a reduction in stress and potentially a reduction in the cost of benefits.

**f. Manager and Supervisor Continuous Learning:
Provide a variety of continuous learning opportunities for academic and administrative managers.**

Managers and supervisors are bombarded with demands from many directions. A "how to" development program for managers and supervisors will help them learn how to structure flexible work schedules, telecommuting, part-time and job share alternatives for staff. This approach also can identify the benefits others have achieved by allowing staff to participate in these programs. Appendix E, p. 27, has some examples of benefits derived from work/life initiatives from research conducted in the private sector.

Many staff recommended that manager/supervisory training be mandatory and include a focus on diversity. The definition of diversity can be expanded beyond traditional gender, race, ethnic, age, disability and sexual orientation issues. Diversity can, for example, also include staff who have different needs to balance work and personal responsibilities, such as child and eldercare.

It is understood that mandatory training may be difficult in an environment such as UCB, and other methods of education will need to be championed in order to provide managers/supervisors with the information they need to perform effectively in their positions. Developing a training program for managers is another opportunity for collaboration between The Vice Chancellor-Equity and Inclusion, Vice Provost-Academic Affairs and Faculty Welfare, and the Associate Vice Chancellor-Health and Human Services.

¹⁴Lynn Edelson, University of Wisconsin, interview 7/2/07

A number of staff commented on the negative reaction they receive from peers if they work a flexible schedule or telecommute occasionally. Manager and supervisory training needs to help managers address the 'backlash' issue. Managers will need to be able to articulate that employees working flexible schedules and telecommuting are being held to the same standard as employees who are not using such schedules.

A development program also provides an opportunity for supervisors and other staff to understand their own unconscious biases. In this case, the bias may be against people perceived to be receiving special treatment, or perceived to not be working as hard. This perception may prevent some managers from having considered alternative options for coverage of work.

While training of managers is an essential strategy, it needs to be combined with other interventions in order to sustain change at UCB and ensure that UCB has a family friendly climate on campus for faculty, staff and students. Brown bag lunch meetings or scheduled panel presentations of managers and staff who can relate their challenges and success stories and respond to questions are other ways to grapple with the changes flexibility brings. Lastly, many organizations have found it helpful to train human resource staff on flexible work option strategies so that they can mentor managers as they work with the departments they represent.

A strong performance management and supervisory training system will help managers set goals with staff and could help them balance a face-time management style with a results-focused approach. The Career Compass Initiative at UCB has a strong performance management component as an integral part of its focus, which can help managers set goals with staff.

Communication skills are another important training focus. A long-time Berkeley staff member said that the climate on campus has changed in the last decade. Given the current pressures, "faculty and managers/supervisors are [often] less respectful and compassionate; we need to reverse this trend and focus efforts on encouraging and rewarding respectful and compassionate behavior."

For example, a staff member told his manager that his

father died and he would be traveling back east for the funeral. Instead of offering condolences, the manager said gruffly, "How soon can you return?" Situations like this are reported frequently to the Ombuds office. Poor communication can cause stress, which in turn has an impact upon health, family relationship, productivity, morale and effectiveness. Much of this can be mitigated with effective and respectful communication skills.

In summary, the following topics should be integrated into a comprehensive manager development initiative: managing remote staff, restructuring work, managing flexibility, developing a respectful workplace, understanding diversity issues, effective communication skills, and performance management. This continuous learning strategy could be combined with the other interventions to increase managerial effectiveness.

g. Work Structure Changes:

Work schedules and work processes of staff need to be aligned with the nature of the work.

Work traditionally has been scheduled between 8 a.m.-5 p.m. or 9 a.m.-6 p.m. Academic work, on the other hand, goes on around the clock. Given the variety of jobs and responsibilities of staff, managers need to ensure that work and work processes are aligned with work schedules. There may be opportunities to redesign or restructure work that would provide both flexibility and increase productivity and responsiveness.

An interviewee indicated that most of his work is done late in the day and into the evening working with stu-

Communication

Poor communication can cause stress. Stress impacts health, family relationship, productivity, morale and effectiveness.

Much of this can be mitigated with effective and respectful communication.

dents. However, he is required to be at the office early in the day—9 a.m. Thus, he works more than his expected hours and is not very productive in the morning when his ‘customers’ are not available.

What if his work hours were 11 a.m.–7 p.m.? As another example, some offices have ‘seasonal’ work. They are extremely busy and work extended hours for 3–4 months a year. There are also 3–4 months of quiet time. During the quiet season, they take long lunch hours because there is not enough work to keep them busy and because the manager tries to ‘reward’ them for the long hours they work during the busy season. What if, instead, they had formal reduced hours during the quiet season and formal extended hours during the busy season? This way, they could plan personal time to be with their children, exercise, take a class, or volunteer during the quiet season. Teaching managers and work groups how to restructure work to benefit the accomplishment of academic and business goals, the needs of customers and the needs of staff would be an important element of a training and development program.

Ford Foundation has shown that if work groups are empowered to create their own work processes and work schedules, more work is accomplished and retention improves.¹⁵ Their research can be incorporated into curriculum for managers or for department HR staff.

A number of staff recommended that work groups learn how to design their work to support the needs of their constituents (whether academic or administrative) and their staff. Certainly, the example cited above about the staff person who works with students and could adjust his hours to 11 a.m.–7 p.m., is an example of creative

Ford Foundation has shown that if work groups are empowered to create their own work processes and work schedules, more work is accomplished and retention improves.



restructuring. This restructuring can be done either with individual staff members and their manager or by work groups and the manager.

By restructuring work to meet the organizational need (e.g. serving students at times they are available), staff become more accessible to those they serve. By restructuring work, the university can create flexibility that meets the needs of the administrators, students, and faculty to whom the staff provide service.

h. Career Development: **Ensure that work/life issues of staff are considered in campus-based career development programs.**

While the career path for faculty is fairly defined, the path for staff is not. Human Resources and The Center for Workforce Development are launching an integrated approach to career development on campus. As this program is developed, the intersection with work/life challenges should be considered. An important retention strategy for staff is a career development program that also addresses their need for work/life balance and flexibility.

Many interviewees suggested the university consider providing staff with time off if they are pursuing a degree. Staff often use vacation time to pursue studies, which is viewed by many as an obstacle to encouraging educational advancement.

i. Mentoring: **Integrate an understanding of staff work/life issues and policies into the campus Mentoring Program.**

Mentors can help junior managers understand the campus culture, and how to navigate the various needs of staff while meeting the academic mission. They also can help staff learn where to find the applicable policy and how to utilize it. These approaches can be integrated into the Berkeley Staff Assembly Mentor program, currently a focus of the campus’ staff diversity initiative and BILD (Berkeley Initiative for Leadership on Diversity).

¹⁵Rapoport, Rhona, Bailyn, Lottie; *Relinking Life and Work: Toward a Better Future*, 1996, The Ford Foundation.

j. Work Hours:

Address the perception by some staff that many managers believe excessive hours and face-time are necessary in order to be evaluated as effective.

Interviews indicated that there may be an unstated expectation in some UCB departments that excessive work hours lead to success on the job. While this may be true and necessary in some areas, UCB should explore work expectations and work loads and find appropriate solutions to the findings. MIT currently is conducting research that is focused on whether working excessive hours diminishes creativity (Kathy Simmons, MIT). UCB can monitor this research to determine if the results can help expand the portfolio of available options on the Berkeley campus.

Balancing work hours and work load with family time, exercise, and personal time is key for morale and productivity. Wellness and physical exercise programs are areas being explored in the workplace. UCB currently is a pilot for the University of California's system-wide wellness program. Managers may need help seeing the link between wellness and the potential for increased productivity.

While it may be counter-intuitive, a focus on the needs of young, white males can become a lever for articulating work/life issues. Research has demonstrated that this demographic group of faculty and staff appear to want to be more involved with their families and have more personal time than their parent's generation.

★ *"Today's ideal worker works excessive hours at the expense of his/her personal life."*

Lotte Bailyn, Professor, MIT

k. Benefits:

Explore flexible benefit options that support part-time and flexible work schedules for staff.

UCB should work with the UC system to review alternatives to the current array of benefits plans. Currently, the UC system requires that part-time employees (20+ hours) receive full benefits. This presents an obstacle for managers to support part-time work because it requires managers to use limited budget dollars to fund full benefits for more

than one employee occupying part-time positions. Many part-time jobs are now advertised as 19 hours so managers can avoid paying benefits. Instead, benefits could be pro-rated according to hours worked. Pro-rating benefits is the norm in many organizations.

★ *There is a need to explore cafeteria plans so dual career families can choose how to use their benefits.*

Linda Marks, Hastings School of Law

Lastly, many interviewees expressed concern about requiring staff to use vacation or unpaid leave during winter closure. This presents a problem for many staff who use vacation for childcare and eldercare responsibilities. Some staff who attend classes use their vacation for education. Thus, some staff find themselves in a situation where they have no vacation left for rest and rejuvenation.

There appear to be only two possible solutions to this problem: the first is to eliminate the need to use vacation time for winter closure. This is a high cost and a negotiable item for the University. The second is to move to a system of personal time off—PTO. This system is used by many private sector organizations. It combines both vacation and sick time and allows employees to use the time at their discretion for any personal need they have. This also is negotiable.

l. Lactation Rooms:

Increase the number and size of the lactation rooms on campus.

UCB currently has an active breastfeeding support program and 11 lactation rooms on campus. While efforts are continuing to increase the number of locations of lactation rooms, there also is a trend nationally to provide larger lactation rooms so, when needed, mothers can bring other family members into these spaces.

m. Technology:

Make more effective use of technology for staff.

Many staff suggested that improving the use of technology would enable them to improve their work/life balance. Providing staff with devices that help them work more

efficiently and help them to work outside the office improves productivity and morale. As UCB hires more staff who are younger and who are more technologically savvy, the University will need to provide updated equipment to compete with other employers in the Bay Area. Research has demonstrated that telecommuters are more productive (see Appendix E, p. 27).

One UCB staff member stated, "We need to use technology more. My boss bought me a Trio and now I am so much more productive. I am accessible all the time via email and phone. We need to provide folks with technology so they can work more efficiently."

Providing staff and faculty with the technology to work off-site will benefit the University and may be more cost-effective.

5. Organization Structure: Opportunities for collaboration and leverage.

The new Vice Chancellor-Equity and Inclusion and the Vice Provost-Academic Affairs and Faculty Welfare also support work/life issues on campus. Steve Lustig will need to work closely with them so that work/life roles and responsibilities are coordinated, and the offices work collaboratively to leverage efforts to benefit the entire campus.

Peer institutions have a wide variety of organizational configurations that address work/life issues. The organizational structure does not appear to be the key to success, as many different structures are successful. Instead, collaboration between faculty and staff, communication of the University's commitment, the education/training of faculty and staff managers and the reduction of the gap between development of policies and implementation are the keys to continued success of campus work-life initiatives.

Implementing work/life policy change is much more challenging than program and policy development. For these changes to take hold, close collaboration between leaders on the administrative and the academic sides of the campus is required. An integration of activities is needed so that a campuswide 'family-friendly' climate can flourish.



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OFFICE OF THE PRESIDENT

Robert C. Dynes
President

1111 Franklin Street
Oakland, CA 94607-5200
Phone: (510) 987-9074
Fax: (510) 987-9066
<http://www.ucop.edu>

October 17, 2007

**CHANCELLORS
DIRECTOR-LAWRENCE BERKELEY NATIONAL LABORATORY**

Dear Colleagues:

University of California Statement in Support of Work-Life Integration

October is designated as National Work and Family Month, the result of United States Senate Resolution 210 which was passed in September 2003 and provides annual recognition of the importance of employer-sponsored work-life programs in attracting, motivating, and retaining top talent. The resolution indicates that the ability to effectively manage work, family, and personal responsibilities contributes to the well-being and productivity of American workers and their workplaces.

Supporting employees is key in achieving job productivity, job satisfaction, and retention. The University is committed to promoting a family-friendly work environment by providing programs and services to help its employees achieve success at work and in their personal lives.

In recognition of National Work and Family Month this year, I am issuing the following statement for utilization by the University locations to promote and highlight UC's work-life agenda:

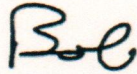
The University of California is committed to the ongoing development of principles, institutional resources, and a workplace culture supportive of personal and family responsibilities. In aspiring to achieve such a workplace culture, the University will foster work-life integration and support work-life strategies that promote civility, citizenship, and community. The University, having accomplished this, will maximize the productivity and successes of its diverse faculty and staff and enhance the quality of life for all.

The University has a myriad of programs, resources, policies, and practices that address work-life integration, such as child care, lactation support, elder care resources and referral, health and wellness, transportation assistance, professional development, employee assistance, and flexible

-2-

work arrangements. These offerings are intended to enable University employees to effectively meet their work and personal responsibilities. I encourage each University location to schedule appropriate activities during this month to promote and celebrate work-life integration and effectiveness.

Sincerely,



Robert C. Dynes

cc: Members, President's Cabinet
Principal Officers of The Regents
Academic Council Chair Brown
Council of Vice Chancellors
Council of Vice Chancellors - Administration
Vice Provost Jewell
Associate Vice President Boyette
Universitywide Policy Coordinator Capell

External Interviews:

Lotte Bailyn

MIT, T. Wilson Professor of Management, Sloan School of Management

Nancy Costikyan

Harvard, The Office of Work-Life Resources, reports to the VP of HR. She is a faculty member who is now working on the staff side. She has 2.25 FTE's.

John Curtis

Director of Research, American Association of University Professors

Lynn Edelfson

University of Wisconsin

Joan Girgus

Princeton University, Professor of Psychology and Special Assistant to the Dean of Faculty

Barbara Horowitz

U.C. Davis, Vice Provost for Academic Personnel

Marilyn Kraut

University of Pennsylvania, Director of Quality of Work-Life, reporting to the VP of HR

Linda Marks

Hastings Law School, Director of Training-Work-Life Issues

Valerie Palazzolo

University of Michigan

Kathy Simmons

MIT, Co-Director of Center for Work-Family and Personal Life

Binnie Singh

U. C. Davis, Director Faculty Relations and Development, Academic Personnel, Office of the Chancellor and Provost

Joan Williams

Professor, Hastings School of Law

Brenda Wilson

Geriatric Care Manager, University of Virginia, Faculty and Employee Assistance Program

University of California at Berkeley

Staff and Faculty Interviews:

Academic Business Officers Group (ABOG)

Chancellor's Advisory Committee on Dependent Care (CACDC)

Chancellor's Staff Advisory Committee (CSAC)

Coalition of Ethnic Staff Organizations (CESO)

Karie Frasch

U.C. Berkeley, Analyst, Center Child Youth Policy

Marc Goulden

U.C. Berkeley, Director of Data Initiatives, Academic Affairs

Dorothy Hale

U.C. Berkeley, Associate Professor, Department of English

Health and Human Services Faculty/Staff Health Programs managers

Harry LeGrande

Interim Vice Chancellor, Student Affairs

Mary Ann Mason

Dean of the Graduate Division and Professor of Social Welfare

Christina Maslach

Vice Provost, Undergraduate Education and Professor, Department of Psychology

Ombuds Office Staff

Jeannine Raymond

Assistant Vice Chancellor—Human Resources

Laura Keeley-Saldana

Director, Early Childhood Education Program

Andrew Scharlach

Professor, Social Welfare

Angelica Stacy

Associate Vice Provost for Faculty Equity and Professor of Chemistry

Sophie Volpp

Associate Professor, Comparative Literature and Co-Chair CACDC

Sheldon Zedeck

Vice Provost for Academic Affairs and Faculty Welfare and Professor of Psychology

Peer Institution Organization Models:

- 1. Princeton University** has a Director of Work-Life reporting to the Vice President of Human Resources. They also have a Professor who is the Special Assistant to the Dean of Faculty and Chairs the Work-Life Committee and collaborates closely with the Vice Provost for Diversity.
- 2. University of Pennsylvania** has a Director of Quality of Work-Life reporting to the VP of HR.
- 3. Harvard University** has a Director of the Office of Work-Life Resources reporting to the VP of HR. There is also a Director of Work-Life for the School of Medicine and affiliated Hospitals. On the faculty side, Evelyn Hammonds, Senior Vice Provost for Faculty Development and Diversity focuses on work-life issues and collaborates closely with the Director of the Office of Work-Life Resources.
- 4. MIT** has two Co-Directors of Center for Work-Family and Personal Life. They report into the Benefits Department and sit on the Academic Council. They also have a number of faculty who actively advocate for work-life issues on campus: Nancy Hopkins, Lotte Bailyn and Suzanne Flynn.
- 5. UC Davis** has a Vice Provost for Academic Personnel and a Director of Work-Life.
- 6. University of Virginia**, a Geriatric Care Manager, for the Faculty and Employee Assistance Program located in the school of medicine and hospital focuses on work-life issues. An Assistant Provost in the school of medicine spearheads a women's leadership program for faculty that addresses tenure and spousal hiring issues. UVA has no office of work-life programs nor any staff that devote full time efforts to work-life issues.

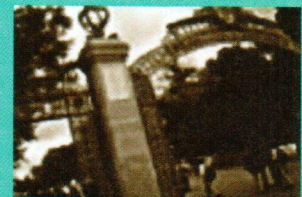
7. University of Wisconsin, Lynn Edelfson, Manager of Childcare. The childcare office reports to the Vice Chancellor of Climate and Diversity. There is no work-life office. The childcare office supports faculty, students and staff. There are eight on-site centers. Some are research centers and some slots are subsidized with Federal grants.

8. University of Michigan, Valerie Palazzolo, Work-Life Manager. This office is located in Human Resources. The Work-Life Office manages all childcare both on (3 centers) and off campus. They provide training to community individuals who want to become certified to provide childcare in their home (6-10 children in each home).

Leadership at UC Berkeley

Strong leadership for work/life initiatives exists in the academic arena under the Vice Provost–Academic Affairs and Faculty Welfare. In addition, with the appointment of a new Vice Chancellor–Equity and Inclusion, the intersection of work/life issues with diversity will be a key to addressing issues of faculty, staff and students around equity and inclusion.

Collaboration between the Associate Vice Chancellor, the Vice Provost and the new Vice Chancellor will strengthen and integrate a campus-wide approach to current work/life challenges and help UCB recruit and retain the highest quality staff and faculty.



The data on the following pages was collected by Marilyn Kraut at the University of Pennsylvania. She conducted a benchmarking study of peer institutions in March, 2006. Participants in the survey include: U.C. Berkeley, Dartmouth, Duke, Harvard, MIT, NYU, University of Pennsylvania, Princeton, Stanford, University of Michigan and Yale.

CR5# THE FACULTY NUMBER INCLUDES ABOUT 4% FACULTY 4% AND 4% NON SENATE ACADEMIC 4% SUCH AS LIBRARIANS, LECTURERS AND SOME RESEARCHERS

University and #fac	Child Care R&R	On site Child care	Child Care Fee Sub \$	Back-up Care	Adoption Benefits	Lactation Program	Adult and Elder Care Resource and Referral
UCB 4000*	no	yes	Yes - students	Under consideration	Under consideration	yes	yes
Dartmouth - 591	yes	yes	yes	no	yes	yes	no
Duke - 1595	yes	yes	yes	yes	no	yes	yes
Harvard - 2580	yes	yes	yes	yes	yes	yes	yes
MIT 983	yes	yes	yes	yes	Under consideration	yes	yes
NYU - 2010	yes	yes	yes (income elg)	Yes (snow days)	yes	Yes- (if space requested)	yes
Penn - 4688	yes	yes	yes	no	no	no	yes
Princeton 1400	yes	yes	yes	yes	no	no	yes
Stanford - 1700	yes	yes	Yes (needs based-max 5k/yr)	yes	yes	yes	yes
U Michigan - 4169	yes	yes	yes - students	yes	no	yes	yes
Yale - 3000	yes	yes	no	Under Cons	no	yes	yes

University and #fac	Dependent Care Travel Fund	Sick Time For Dependent Care	Interactive Website	Part-time or Duty Reduction Options	Discounting Care giving Resume Gaps	Family Friendly Meeting Schedule	Needs Assessment
UCB 4000*	no	yes	yes	yes	> than one univ. issue	Under consideration	yes
Dartmouth - 591	no	yes (10 days)	no	yes	varies	no	
Duke - 1595	no	yes (all accrued sick days)	no	yes			
Harvard- 2580		yes	Under consideration	Yes (varies from school)	Under consideration for campus	Under consideration for campus	yes
MIT 983	no	yes	no	yes	?	Yes- some times	yes
NYU - 2010	no	Yes (up to 5 days)	no	yes	?		
Penn - 4688	no	yes (3 days)	no	yes	?	Varies by Dept.	no
Princeton 1400	yes	Yes (max. 16 days)	no	yes	no	yes	yes
Stanford - 1700	yes	no	yes	yes	no	Varies depending on dept.	yes
U Michigan - 4169	no	yes	no	yes	Under consideration	yes	?
Yale - 3000	no	yes (12 days)	yes	yes	varies	yes	yes

Unvers ity and # fac	Housing Program	Relo Services	Trailing Spouse Employment Support	Gradual Retireme nt Options	Special Services for Emeriti	Educ Fee Waivers/Tuition Assis tance - self & family member
UCB 4000*	yes	Under consideration	Under consideration	no	yes	Under consideration
Dartmo uth - 591	yes	yes	yes	no	no	yes
Duke - 1595	yes			yes	yes	yes
Harvard - 2580	Under conside ration	yes	Under consideration for campus	yes		yes
MIT 983		yes	yes	yes	?	Yes- self only
NYU - 2010	yes	yes	yes	no	?	yes
Unvers ity and # fac	Housing Program	Relo Services)	Trailing Spouse Employment Support	Gradual Retireme nt Options	Special Services for Emeriti	Educ Fee Waivers/Tuition Assis tance - self & family member
Penn - 4688	yes	yes	some	yes	yes	yes
Princeto n 1400	yes	yes	yes	yes	yes	yes
Stanford - 1700	yes	yes	yes	yes	yes	yes
U Michiga n - 4169	no	yes	yes	yes	yes	yes- self only
Yale - 3000	yes	yes	yes	yes	yes	yes

Work/Life Solutions Research – Data reported by Work and Family Connection

- In 2004, 45 million American employees – nearly a third of the workforce worked from their homes or another remote location at least one day every week. (projection-100 million in 2010).
- Between 2001-2005 remote workers saved 38 million gallons of fuel and 3.4 million metric tons of carbon dioxide.
- Remote workers save on average 45-90 hours a year by not commuting.
- At IBM, 40% of its 330,000 employees work remotely.
- With remote work, absenteeism can be reduced by 75%.
- With remote work, tardiness can be reduced by 84%.
- With remote work, turnover can be reduced by 50%.
- 80% of remote workers report they are more committed to their employer.
- 71% of employees surveyed consider a remote work option in their decision to stay with company.
- In a 1998, a Watson survey of 614 companies, flexibility was ranked by half of the companies as their most effective retention tool—better than above-market salaries, stock options or training.
- AmEx remote workers produce 43% more business than office workers.
- J.D. Edwards found its teleworkers 20-25% more productive than office employees.
- Telework Association & Council reports that mobile work reduces turnover by an average of 20%, boosts productivity (up to 22%) and cuts absenteeism by nearly 60%.
- 53% of remote workers indicate that they will select their next employer based on their ability to continue to work remotely.

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